

Unit 5: Health**Day Two: Food preferences and healthful eating****Objective**

1. Students will read a story about teenagers going to a restaurant, ordering food and discussing the health values of the foods ordered.
2. Students will discuss food preferences.
3. Students will discuss which kinds of foods are healthy, which should be part of a daily diet and which should be eaten only on occasion or even avoided.

Setting the Stage (1-2 minutes)

The teacher has prepared a visual -- a set of pictures, drawings or Powerpoint slides -- that show the faces of three young people. The students decide on names for these youngsters and where these youngsters live.

Input (20 minutes)

The teacher tells the students that they will be reading a story about these three youngsters and their excursion to a restaurant. The teacher asks the students to volunteer various predictions:

- To what kind of restaurant will the youngsters go?
- What types of food and drink will they order?
- What will they talk about?
- How much will the food cost?

First, the students read the story silently. Then, the teacher divides the class into groups of three. Each student takes the role of one of the three youngsters in the story and the group practices Readers' Theater.

The text of the story (translated into the target language (TL) with specific details added by the teacher):

Youngster #1 calls Youngster #2 on the telephone and they talk about meeting at a local restaurant. They set a time. #2 suggests that they invite #3. #1 says this is a good idea. #2 calls #3 on the telephone and extends the invitation to join and provides all the information about when and where. #3 accepts.

The three youngsters meet in front of the restaurant. They greet one another and then read the menu which is posted near the front entrance of the restaurant. They discuss various choices. #1 says that he/she doesn't drink coffee, even though the coffee from (teacher can insert the name of a country that speaks the TL) is really an excellent coffee. #2 states that he/she doesn't drink coffee either because of his/her concern for good health. #2 states that he/she prefers fresh fruit juices to maintain good health. The three youngsters enter the restaurant.

Once seated, the waiter brings a menu and the three discuss their choices. They order (dishes of the countries that speak the TL), foods that are good for health. They discuss the types of sports they

participate in and the types of activities they do for good health: fitness exercises, lifting weights, jogging, walking their dog, doing yard work, playing soccer, swimming, and hiking.

The waiter returns to their table with the bill and the three youngsters discuss how much money they each have. One of the youngsters realizes that he/she has forgotten his/her wallet. The three discuss how they will pay the bill, since they don't have quite enough money. Another customer in the restaurant overhears their conversation and offers to give them enough money to help them pay. The three youngsters tell the customer how thankful they are and accept the offer. They pay their bill and leave the restaurant. Outside the restaurant, the three youngsters discuss various possibilities for continuing their evening together: go to a soccer match, go to the movies, or visit another friend. They decide to go to the local discotheque and dance, saying that dancing is very good for their health.

Guided Practice (10 minutes)

Students, in their trios, collaborate to complete a [Pyramid of the Story](#) graphic organizer.

Independent Practice (20 minutes)

Students will create a crossword puzzle, ten words down and ten words across, using words from the today's theme. They are to write and number the words IN PENCIL in the [crossword puzzle grid](#) provided by the teacher. The words are to intersect from top to bottom or left to right. No diagonals and no backwards (right to left or bottom to top) words.

The students will write the clues for these words on the back of their puzzle grid, using the TL to provide the clues. These clues can be definitions, fill-in-the-blanks, synonyms, etc.

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